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**ITERS-3 (Page 17) Item #1 Indoor Space, 3.2**
If the classroom has windows with dark shades or blinds on all windows that are closed throughout the observation, credit is not given since children do not experience natural light.

**ITERS-3 (Page 19) Item #2 Furnishing for care, play and learning, 5.1, 7.1**
For indicator 5.1, if no adult seating of any kind, is present or observed being used, and this causes problems, such as staff feeding a baby while sitting on the floor and hands become contaminated, score No. For 7.1, adult furnishings that adequately allow staff to sit comfortably while working with children are required to be used at some point in the observation.

**ITERS-3 (Page 19) Item #2 Furnishing for care, play and learning, 5.2**
One example for play and one for routines must be observed being used.

**ITERS-3 (Page 19) Item #2 Furnishings for care, play, and learning 1.1, 3.1, 5.1**
When a diapering table is not used, an alternative diapering surface is considered adequate if the surface is nonporous and can be cleaned and sanitized. In addition, the surface must be long and wide enough to accommodate the child’s whole body, from head to foot. The diapering surface must minimize the chance of contamination of surrounding surfaces. A diapering surface is acceptable only if the diapering can be completed without contamination of surrounding areas.

**ITERS-3 (Page 21) Item #3 Room arrangement, 3.2**
The examples listed in this indicator are not requirements. The different types of spaces required should be based on the ages of the children observed and the types of activities they can do. For example, a class of very young infants would not require a messy play area, while a class of toddlers might have one, although it would not be required.

**ITERS-3 (Page 25) Item #5 Meals/snacks, 3.5**
To score No, an extremely negative interaction, or many mildly negative interactions, must be observed.

**ITERS-3 (Page 35) Item #10 Encouraging Vocabulary Development, 3.2**
In addition to the examples, the definition of “usually appropriate” includes that the talk is generally positive or neutral, and carries no negative social message.

**Disinfectants Per the Colorado Health Department:** Disinfectants are to be used on surfaces that are commonly contaminated with high hazard body fluids, such as but not limited to toilet seats, toilet seat inserts, diaper changing areas and tables, diaper pails and surfaces that have been in contact with high hazard body fluids. Since it would be difficult to determine if a toilet seat has been contaminated for children wearing pull-ups or diapers, toilet seats should be disinfected in-between uses for such situations.

**ITERS-3 (Page 25) Item #5 Meals/snacks, 7.5**
The math talk used during feeding times should allow children to gradually learn the meanings of the math words used. For example, if counting, this should be tied to pointing to or moving objects such as crackers or cereal pieces. Just asking if a child wants “more” is not considered unless it is clear to the child what the word means in terms of quantity. If comparisons, such as “big” and “little” are used, the comparison should be clearly pointed out to the child.

**ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.2, 5.2, 7.2**
For all 3 indicators, all children need to be able to use the toilet or have diapers/pull-ups checked or changed at least once during the 3 hour observation. The difference between the indicators is the extent to which individual needs are met. Therefore, in 3.2, all children’s needs are met as a group, with very little individualization.

**ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.2, 5.2, 7.2 (continued)**
For example, a child may be wet for a long period until all children are changed. 5.2 requires more individual attention, meaning that a group schedule might be used, but children in need of diapering/toileting attention are taken care of also. For 7.2, individual schedules are used for all children, and there is no “assembly line” treatment of the children.

**ITERS-3 (Page 27) Item #6 Diapering/toileting, 3.4**
To score No, an extremely negative interaction, or many mildly negative interactions must be observed.

**ITERS-3 (Page 29) Item #7 Health Practices, 1.4**
To score Yes, the observed environmental risk must present an extreme hazard to the children and be likely to cause a major health risk. For example if many cigarette butts are observed within easy reach and supervision is lax, or obvious animal excrement is widespread in actively used play spaces, score Yes. However, if any environmental problems do not create a high risk, and supervision decreases the risk, score No.

**ITERS-3 (Page 31) Item #8 Safety Practices, 5.4**
When few safety problems are observed, that staff need to explain to a child, only one example is required to meet the requirement for “usually.” However, if there are many issues observed, explaining the danger to the child must be a regular practice, even though there can be some lapses observed for minor issues.

**ITERS-3 (Page 33) Item #9 Talking with Children, 5.2**
To give credit, most observed informal talk with children should be social or to help children gain information, and not used mainly to manage their behavior.

**ITERS-3 (Page 33) Item #9 Talking with children, 5.2**
“Most” means the vast majority of talking done with the children during the observation.
The talk about past or future experiences must relate to what children are able to understand. In the case of infants, it might be very simple, such as saying “Your daddy told me that your grandma gave you this new sweater,” or “Your mommy brought you in this morning and you were asleep.”

Toddlers who have more memory of time and anticipate upcoming events might respond to an idea such as “Mommy said you got new shoes at the mall this weekend” or “Remember we played in sand this morning.” Simply telling a child what is coming next in the schedule does not meet the requirement.

To give credit, staff must be observed both talking about how to use of the material AND showing how to use it. The semicolons in the examples are typos and should be replaced with the word “and.” For example, the staff member explains that playdough is not to eat AND then shows a child how to pat it or roll it into a ball, talking about what she is doing.

Play with water or natural sand counts as an opportunity for children to experience the natural world or natural objects. Blowing bubbles with children, counts as a science experience; however, it is not counted as an experience with the natural world or natural objects and does not meet the requirement of this indicator.

The 2nd example for this indicator, “photos on tablet or cell phone showing children’s everyday experiences,” should not be considered here, as long as they are not animated or accompanied by sound. If staff only use devices to show children still pictures, do not count as use of technology for this item.

If infants do not use an outdoor space, score based on any indoor space used for gross motor, even if just in the classroom.
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For the category of ages, old people or seniors should be evident, since their depictions are often underrepresented in children’s programs.

The intent of this indicator is that the play materials are picked up and reorganized as needed so that children can engage in productive play. Staff should be observed picking up clutter at least once during free play, and more often, if needed, so that children can easily move around the play space and find the materials they need to properly engage in productive play.